

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

110 School #7

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON	School: #7
Chief School Administrator: DR. D. EVANS	Address: 106 Ramsey Street
Chief School Administrator's E-mail: devans@paterson.k12.nnj.us	Grade Levels: 5-8
Title I Contact:	Principal: Nicholas Vancheri
Title I Contact E-mail:	Principal's E-mail: nvancheri@paterson.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number: 973-321-0070

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____8_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 59,750.00, which comprised 43 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 66,000.00, which will comprise 36 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Based Literacy Supervisor Salary	1,3	Job embed professional development to build teacher capacity	Salary	\$43,146.00
School Based Literacy Supervisor Benefits			Benefit	\$7,435.00
School Based Math Supervisor Salary	2,3	Job embed professional development to build teacher capacity	Salary	\$34,234.00
School Based Math Supervisor Benefits			Benefit	\$8,530.00
School Based SPED Supervisor Salary	1,2,3	Job embed professional development to build teacher capacity	Salary	\$14,008.00
School Based SPED Supervisor Benefits			Benefit	\$5,288.00
School Based Data Supervisor Salary	1,2,3	Job embed professional development to build teacher capacity	Salary	\$4,003.00
School Based Data Supervisor Benefits			Benefit	\$1,483.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Nicholas Vancheri	Principal	Yes	Yes		
Alexis Canonico	Language Arts Supervisor	Yes	Yes		
Christine Kober	Computer Teacher	Yes	Yes		
Anne Hazley	Librarian	Yes	Yes		
Rosa Kopic	Math Teacher	Yes	Yes		
Barbara Turco	ELA Teacher	Yes	Yes		
Candice Elmore	HIB Specialist	Yes	Yes		
Randi Meiseles	Guidance Counselor	Yes	Yes		
Melanie Glassman	CST	Yes	Yes		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
June 1-5, 2015		Comprehensive Needs Assessment				
June 10-12, 2015		School Wide Plan Development				
On going		Program Evaluation				

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Our mission is to prepare our children for a successful high school experience; to assist them in making positive choices; and to support their setting goals for future life experiences.
--	--

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Yes, the program was implemented focusing on our four priority problems.

2. What were the strengths of the implementation process?

The use of IFL strategies strengthened our focus on rigor and engaging discussion.

3. What implementation challenges and barriers did the school encounter?

Staffing for interventions is a challenge, as well as, a limited budget.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

An apparent strength in implementing the program is the buy-in from all staff as they develop their co-teaching skills. The use of

Renaissance STAR data and Unit Assessments also help by keeping a focus on student achievement throughout the school year. An

apparent weakness is implementing all the District and State initiatives in our timeline.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

We obtained the necessary buy-in from staff by including them in the developing of the plan based on student and staff needs

assessment. Also, on going discussion of data at grade level meetings, staff meetings and In-Service days.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

On site supervisors provided coaching and job embedded professional development to staff.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Staff realized the plan addressed the problems. The use of STAR assessment helped the staff see student growth.

At times the staff is discouraged with the number of District initiatives.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? There is not much input from parents but those involved understand the connection of behavior and academic. At times there is a disconnect between grades and STAR results.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

One-on-one, pair, small groups and whole group instruction.

9. How did the school structure the interventions?

Intervention was based on student need and the referral process.

10. How frequently did students receive instructional interventions? Daily in homeroom and during blocks.

11. What technologies did the school use to support the program? Eno boards, computers, Ipads.

12. Did the technology contribute to the success of the program and, if so, how? Yes, the technology provided a higher level of student engagement and increased student response.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 5	44	TBD	Small group Instruction, Differentiated Instruction, I&RS, On-Line Tutorials, Read About, IFL, Wordly Wise, After-School Programs, Building based supervisors	Professional Development in the content areas and rigorous instructional practices contributed to student achievement and better tests scores. Large number of resource students, students' diverse abilities, lack of motivation and engagement hinder a greater number of students from scoring proficient.
Grade 6	24	TBD	Small group Instruction, Differentiated Instruction, I&RS, On-Line Tutorials, Read About, IFL, Wordly Wise, After-School Programs, Building based supervisors	Professional Development in the content areas and rigorous instructional practices contributed to student achievement and better tests scores. Large number of resource students, students' diverse abilities, lack of motivation and engagement hinder a greater number of students from scoring proficient.
Grade 7	41	TBD	Small group Instruction, Differentiated Instruction, I&RS, On-Line Tutorials, Read About, IFL, Worldly-wise, After-School Programs, Building based supervisors	Professional Development in the content areas and rigorous instructional practices contributed to student achievement and better tests scores. Large number of resource students, students' diverse abilities, lack of motivation and engagement hinder a greater number of students from scoring proficient.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Grade 8	35	TBD	Small group Instruction, Differentiated Instruction, I&RS, On-Line Tutorials, Read About, Wordly Wise, After-School Programs, Building based supervisors	Professional Development in the content areas and rigorous instructional practices contributed to student achievement and better tests scores. Large number of resource students, students' diverse abilities, lack of motivation and engagement hinder a greater number of students from scoring proficient.
Grade 11	N/A			
Grade 12	N/A			

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 5	19	TBD	Small group Instruction, Differentiated Instruction, I&RS, On-Line Tutorials, SuccessMaker, IFL, Wordly Wise, After-School Programs, Building based supervisors	Professional Development in the content areas and rigorous instructional practices contributed to student achievement and better tests scores. Large number of resource students, students' diverse abilities, lack of motivation and engagement hinder a greater number of students from scoring proficient.
Grade 6	25	TBD	Small group Instruction, Differentiated Instruction, I&RS, On-Line Tutorials, SuccessMaker, IFL, Wordly Wise, After-School Programs, Building based supervisors	Professional Development in the content areas and rigorous instructional practices contributed to student achievement and better tests scores. Large number of resource students, students' diverse abilities, lack of motivation and engagement hinder a greater number of students from scoring proficient.
Grade 7	35	TBD	Small group Instruction, Differentiated Instruction, I&RS, On-Line Tutorials, SuccessMaker, IFL, Wordly Wise, After-School Programs, Building based supervisors	Professional Development in the content areas and rigorous instructional practices contributed to student achievement and better tests scores. Large number of resource students, students' diverse abilities, lack of motivation and engagement hinder a greater number of students from scoring proficient.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 8	39	TBD	Small group Instruction, Differentiated Instruction, I&RS, On-Line Tutorials, SuccessMaker, IFL, Wordly Wise, After-School Programs, Building based supervisors	Professional Development in the content areas and rigorous instructional practices contributed to student achievement and better tests scores. Large number of resource students, students' diverse abilities, lack of motivation and engagement hinder a greater number of students from scoring proficient.
Grade 11	N/A			
Grade 12	N/A			

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A			
Kindergarten	N/A			
Grade 1	N/A			
Grade 2	N/A			
Grade 9	N/A			
Grade 10	N/A			

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A			
Kindergarten	N/A			
Grade 1	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Grade 2	N/A			
Grade 9	N/A			
Grade 10	N/A			

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	General Education and Students with Disabilities	<p>Small group instruction with evidence based interventions and additional time for students who are not proficient</p> <p>Wordly Wise</p> <p>IFL</p> <p>Co-teaching</p> <p>Building based supervisors</p> <p>Parent and Family Involvement</p>	Yes	<p>Modification of student lesson plans</p> <p>NJASK scores</p> <p>STAR scores</p> <p>Unit Assessments</p> <p>SGO results</p> <p>Embedded coaching</p> <p>Spelling Bee</p> <p>Parent/Partner Book Club</p>	<p>Student work and test results</p> <p>Student growth on pre/post tests</p> <p>Student growth on STAR scale score</p> <p>Promotion to next grade</p> <p>Increased lexile scores</p> <p>Increased independent reading</p> <p>Student/ Parent Participation</p>
Math	General Education and Students with Disabilities	<p>Small group instruction with evidence based interventions and additional time for students who are not proficient</p>	Yes	<p>Modification of student lesson plans</p>	<p>Student work and test results</p> <p>Student growth on pre/post tests</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Success Maker IFL S.T.E.A.M. Co-teaching Building based supervisors Parent and Family Involvement		NJASK scores STAR scores Unit Assessments SGO results Embedded coaching Personalize student plan Management reports Student work Test results Collaborative STEAM projects Family Math Night	Student growth on STAR scale score Promotion to next grade Increase grade level /score Increased math levels as measured by STAR data Student scores will increase on teacher made tests Student/Parent participation
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	<p>Small group instruction with evidence based interventions and additional time for students who are not proficient</p> <p>Wordly Wise</p> <p>IFL</p> <p>Co-teaching</p> <p>Building based supervisors</p> <p>Parent and Family Involvement</p>	Yes	<p>Modification of student lesson plans</p> <p>ACCESS scores</p> <p>NJASK scores</p> <p>STAR scores</p> <p>Unit Assessments</p> <p>SGO results</p> <p>Embedded coaching</p> <p>Spelling Bee</p> <p>Parent/Partner Book Club</p>	<p>Student work and test results</p> <p>Student growth on pre/post tests</p> <p>Student growth on STAR scale score</p> <p>Promotion to next grade</p> <p>Increased lexile scores</p> <p>Increased independent reading</p> <p>Student/ Parent Participation</p>
Math	ELLs	<p>Small group instruction with evidence based interventions and additional time for students who are not proficient</p> <p>Success Maker</p>	Yes	<p>Modification of student lesson plans</p> <p>ACCESS scores</p> <p>Personalize student plan</p> <p>Management reports</p>	<p>Student work and test results</p> <p>Increase grade level /score</p> <p>Student growth on pre/post tests</p> <p>Student growth on STAR scale score</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		IFL S.T.E.A.M. Co-teaching Building based supervisors Parent and Family Involvement		NJASK scores STAR scores Unit Assessments SGO results Embedded coaching Student work Test results Collaborative projects Family Math Night	Promotion to next grade Increased math levels as measured by STAR data Student scores will increase on teacher made tests Student/Parent participation
ELA	Economically Disadvantaged	Small group instruction with evidence based interventions and additional time for students who are not proficient Wordly Wise IFL	Yes	Modification of student lesson plans NJASK scores STAR scores Unit Assessments SGO results	Student work and test results Student growth on pre/post tests Student growth on STAR scale score Promotion to next grade Increased lexile scores

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Co-teaching Building based supervisors Parent and Family Involvement		Embedded coaching Spelling Bee Parent/Partner Book Club	Increased independent reading Student/ Parent Participation
Math	Economically Disadvantaged	Small group instruction with evidence based interventions and additional time for students who are not proficient Success Maker IFL S.T.E.A.M. Co-teaching Building based supervisors	Yes	Modification of student lesson plans NJASK scores STAR scores Unit Assessments SGO results Embedded coaching Personalize student plan Management reports Student work Test results	Student work and test results Student growth on pre/post tests Student growth on STAR scale score Promotion to next grade Increase grade level /score Increased math levels as measured by STAR data Student scores will increase on teacher made tests Student/Parent participation

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Parent and Family Involvement		Collaborative STEAM projects Family Math Night	
ELA					
Math					

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	General Education and Students with Disabilities	Before/After school Library program NJASK After school Program Star Summer Program	yes	Pre/post tests	Growth on tests Growth on STAR scale score
Math	General Education and Students with Disabilities	Before/After school Library program NJASK After school Program Star Summer	yes	Pre/post tests	Growth on tests Growth on STAR scale score

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Program			
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Before/After school Library program NJASK After school Program Star Summer Program	yes	Pre/post tests	Growth on tests Growth on STAR scale score
Math	ELLs	Before/After school Library program NJASK After school Program Star Summer Program	yes	Pre/post tests	Growth on tests Growth on STAR scale score
ELA	Economically	Before/After school	yes	Pre/post tests	Growth on tests

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged	Library program NJASK After school Program Star Summer Program			Growth on STAR scale score
Math	Economically Disadvantaged	Before/After school Library program NJASK After school Program Star Summer Program	yes	Pre/post tests	Growth on tests Growth on STAR scale score
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	General Education and Students with Disabilities	Building based supervisors Co-teaching IFL DOL Multiple Response Strategies Flipped Classrooms Vertical Meetings PLC/GLM STEAM CCSS PARCC	YES	Monthly meeting/looking at student work Weekly meetings/looking at student work Lesson plans Student interdisciplinary projects IFL Units Observations/ Walkthroughs	All staff implemented the strategies in their lesson planning Collaboration of lesson plans and teaching strategies Increased student participation and engagement as measured by walkthrough tool
Math	General Education and Students with Disabilities	Building based supervisors Co-teaching IFL DOL Multiple Response Strategies Flipped Classrooms Vertical Meetings PLC/GLM STEAM	YES	Monthly meeting/looking at student work Weekly meetings/looking at student work Lesson plans Student interdisciplinary projects IFL Units Observations/	All staff implemented the strategies in their lesson planning Collaboration of lesson plans and teaching strategies Increased student participation and engagement as measured by walkthrough tool

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		CCSS PARCC		Walkthroughs	
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Building based supervisors Co-teaching IFL DOL Multiple Response Strategies Flipped Classrooms Vertical Meetings PLC/GLM STEAM CCSS PARCC	YES	Monthly meeting/looking at student work Weekly meetings/looking at student work Lesson plans Student interdisciplinary projects IFL Units Observations/ Walkthroughs	All staff implemented the strategies in their lesson planning Collaboration of lesson plans and teaching strategies Increased student participation and engagement as measured by walkthrough tool
Math	ELLs	Building based supervisors Co-teaching IFL DOL	YES	Monthly meeting/looking at student work Weekly meetings/looking at student work	All staff implemented the strategies in their lesson planning Collaboration of lesson plans and teaching strategies

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Multiple Response Strategies Flipped Classrooms Vertical Meetings PLC/GLM STEAM CCSS PARCC		Lesson plans Student interdisciplinary projects IFL Units Observations/ Walkthroughs	Increased student participation and engagement as measured by walkthrough tool
ELA	Economically Disadvantaged	Building based supervisors Co-teaching IFL DOL Multiple Response Strategies Flipped Classrooms Vertical Meetings PLC/GLM STEAM CCSS PARCC	YES	Monthly meeting/looking at student work Weekly meetings/looking at student work Lesson plans Student interdisciplinary projects IFL Units Observations/ Walkthroughs	All staff implemented the strategies in their lesson planning Collaboration of lesson plans and teaching strategies Increased student participation and engagement as measured by walkthrough tool
Math	Economically Disadvantaged	Building based supervisors Co-teaching IFL DOL	YES	Monthly meeting/looking at student work Weekly meetings/looking at student work	All staff implemented the strategies in their lesson planning Collaboration of lesson plans and teaching strategies

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Multiple Response Strategies Flipped Classrooms Vertical Meetings PLC/GLM STEAM CCSS PARCC		Lesson plans Student interdisciplinary projects IFL Units Observations/ Walkthroughs	Increased student participation and engagement as measured by walkthrough tool
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	General Education and Students with Disabilities	Parent/Partner Reading Book Club Home School Council Meetings Anti-Bullying Forums Back to School Night Report Card Nights Talent Show Spring Musical Production Connect Ed messaging program	YES	Attendance Sign in sheets Agenda	Increase in attendance Increase in parent communication with teachers Increase communication between school and home Parents have a better understanding of HIB
Math	General Education and Students with Disabilities	Family Math Night Home School Council Meetings Anti-Bullying Forums	YES	Attendance Sign in sheets Agenda	Increase in attendance Increase in parent communication with teachers Increase communication between school and home Parents have a better understanding of HIB

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Back to School Night Report Card Nights Talent Show Spring Musical Production Connect Ed messaging program			
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Home School Council Meetings Anti-Bullying Forums Back to School Night Report Card Nights	YES	Attendance Sign in sheets Agenda	Increase in attendance Increase in parent communication with teachers Increase communication between school and home Parents have a better understanding of HIB

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Talent Show Spring Musical Production Connect Ed messaging program			
Math	ELLs	Home School Council Meetings Anti-Bullying Forums Back to School Night Report Card Nights Talent Show Spring Musical Production Connect Ed messaging program	YES	Attendance Sign in sheets Agenda	Increase in attendance Increase in parent communication with teachers Increase communication between school and home Parents have a better understanding of HIB
ELA	Economically Disadvantaged	Parent/Partner Reading Book Club	YES	Attendance Sign in sheets	Increase in attendance Increase in parent communication with teachers

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Home School Council Meetings Anti-Bullying Forums Back to School Night Report Card Nights Talent Show Spring Musical Production Connect Ed messaging program		Agenda	Increase communication between school and home Parents have a better understanding of HIB
Math	Economically Disadvantaged	Family Math Night Home School Council Meetings Anti-Bullying Forums Back to School Night Report Card Nights	YES	Attendance Sign in sheets Agenda	Increase in attendance Increase in parent communication with teachers Increase communication between school and home Parents have a better understanding of HIB

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Talent Show Spring Musical Production Connect Ed messaging program			
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Nicholas Vancheri		June 12, 2015
Principal's Name (Print)	Principal's Signature	Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																													
Academic Achievement – Reading	NJASK	Grade 5 -24.1% proficient Grade 6 -47.8% proficient Grade 7 -34.9% proficient Grade 8 -49.2% proficient																													
	STAR	Grade 5 Fall proficiency 31% Spring proficiency 44% Grade 6 Fall proficiency 13% Spring proficiency 27% Grade 7 Fall proficiency 26% Spring proficiency 36% Grade 8 Fall proficiency 35% Spring proficiency 30%																													
	Unit tests	<table><tr><td>Grade</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td><td>Unit 5</td></tr><tr><td>5</td><td>53%</td><td>65%</td><td>66%</td><td>n/a</td><td></td></tr><tr><td>6</td><td>49%</td><td>57 %</td><td>57%</td><td>n/a</td><td></td></tr><tr><td>7</td><td>61%</td><td>55%</td><td>65%</td><td>n/a</td><td></td></tr><tr><td>8</td><td>60%</td><td>62%</td><td>--%</td><td>n/a</td><td></td></tr></table>	Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	5	53%	65%	66%	n/a		6	49%	57 %	57%	n/a		7	61%	55%	65%	n/a		8	60%	62%	--%	n/a
Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5																										
5	53%	65%	66%	n/a																											
6	49%	57 %	57%	n/a																											
7	61%	55%	65%	n/a																											
8	60%	62%	--%	n/a																											

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																													
Academic Achievement - Writing	NJASK	Grade 5 -24.1% proficient Grade 6 -47.8% proficient Grade 7 -34.9% proficient Grade 8 -42.9% proficient																													
	STAR	Grade 5 Fall proficiency 31% Spring proficiency 44% Grade 6 Fall proficiency 13% Spring proficiency 27% Grade 7 Fall proficiency 26% Spring proficiency 36% Grade 8 Fall proficiency 35% Spring proficiency 30%																													
	Unit tests	<table><tr><td>Grade</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td><td>Unit 5</td></tr><tr><td>5</td><td>53%</td><td>65%</td><td>66%</td><td>n/a</td><td></td></tr><tr><td>6</td><td>49%</td><td>57 %</td><td>57%</td><td>n/a</td><td></td></tr><tr><td>7</td><td>61%</td><td>55%</td><td>65%</td><td>n/a</td><td></td></tr><tr><td>8</td><td>60%</td><td>62%</td><td>--%</td><td>n/a</td><td></td></tr></table>	Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	5	53%	65%	66%	n/a		6	49%	57 %	57%	n/a		7	61%	55%	65%	n/a		8	60%	62%	--%	n/a
Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5																										
5	53%	65%	66%	n/a																											
6	49%	57 %	57%	n/a																											
7	61%	55%	65%	n/a																											
8	60%	62%	--%	n/a																											
Academic Achievement - Mathematics	NJASK	Grade 5 -67.2% proficient Grade 6 -47.9% proficient Grade 7 -44.4% proficient Grade 8 -43.5% proficient																													
	STAR	Grade 5 Fall proficiency 53% Spring proficiency 59% Grade 6 Fall proficiency 17% Spring proficiency 61% Grade 7 Fall proficiency 35% Spring proficiency 46% Grade 8 Fall proficiency 62% Spring proficiency 70%																													

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Unit tests	<div>Grade Unit 1 Unit 2 Unit 3 Unit 4 Unit 5</div> <div>5 31% 51% 32% n/a</div> <div>6 40% 36% 31% n/a</div> <div>7 53% 40% 51% n/a</div> <div>8 58% 61% 69% n/a</div>
Family and Community Engagement	Back to School/Report Card H/S Council Meetings Talent Show Spring Production Student Recognition Assemblies	Report Card nights 150-200 parent signatures of attendance Average family attendance 5-10 Average family attendance 40-50 Average family attendance 40-50 Average family attendance 10-15
Professional Development	PDP Co-Teaching WPU Partnership/Workshops	Teachers acquired over 20 hours of professional development hours related to their PDP through In-Building workshops and embedded PD periods in their schedules Staff Development Workshops with Sabrina Romano Model lessons and collaboration Teachers attended workshops in their content area to enhance instructional practices in the classroom WPU Artist in Residence worked with art, math and science teachers to

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<p>S.T.E.A.M.</p> <p>Great Falls/Nat'I Park Project Photography/Poetry Project</p> <p>IFL training</p> <p>Standards Solution</p>	<p>create interdisciplinary lessons</p> <p>Park Ranger /Cultural Affairs Department at PCCC worked with 7th grade teachers to create interdisciplinary lessons to be used in classrooms and on site at the Falls.</p> <p>All staff was trained in IFL for their content area</p> <p>All staff was trained in Common Core/PARCC</p>
Leadership	<p>District Administration</p> <p>Building Administration</p> <p>WPU Professor in Residence</p> <p>Student Leadership</p>	<p>Unit administrator support programming and collaborates with building administrator on spot observations</p> <p>On-going collaboration with staff implementing Daniel Pink's A Whole New Mind. Train and use templates to familiarize staff with new Teacher Evaluation Tool. Implement multiple response strategies, flipped classrooms, culturally responsive teaching and student feedback.</p> <p>Provide PD in Instructional strategies and modeled lessons</p> <p>Seventeen students qualified for National Honor Society status.</p> <p>Student Government Association participated in Community service projects resulting in a perception of leadership among students.</p> <p>8th Grade Peer Leadership classes take on the role of school leaders.</p> <p>Safety Patrol students model responsibility and leadership resulting in fewer behavioral problems</p>

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)												
School Climate and Culture	School Spirit Days Student Recognition Assemblies Staff Luncheons Anti-Bullying Forum	85% of students participate in School Spirit Days Students recognized for academic achievement Holiday/Teacher Appreciation Increase from students being proactive in reporting bullying situations												
School-Based Youth Services	IR&S HIB	Meetings held with parents, teachers and guidance counselor to review and evaluate student progress and develop strategies for intervention. HIB Specialist meets with students and parents, organizes Anti-Bullying forums and arranges for related programs to be presented to the students.												
Students with Disabilities	NJASK	<div>NJASK (ELA) NJASK (MATH) proficient</div> <table><tr><td>Grade 5</td><td>0%</td><td>66.7%</td></tr><tr><td>Grade 6</td><td>28.6%</td><td>28.6%</td></tr><tr><td>Grade 7</td><td>0%</td><td>16.7%</td></tr><tr><td>Grade 8</td><td>18.8%</td><td>9.4%</td></tr></table>	Grade 5	0%	66.7%	Grade 6	28.6%	28.6%	Grade 7	0%	16.7%	Grade 8	18.8%	9.4%
Grade 5	0%	66.7%												
Grade 6	28.6%	28.6%												
Grade 7	0%	16.7%												
Grade 8	18.8%	9.4%												
Homeless Students														
Migrant Students														
English Language Learners	NJASK	<div>NJASK (ELA) (NJASK MATH) proficient</div> <table><tr><td>Grade 5</td><td>16.7%</td><td>66.7%</td></tr><tr><td>Grade 6</td><td>0%</td><td>25%</td></tr><tr><td>Grade 7</td><td>0%</td><td>16.7%</td></tr><tr><td>Grade 8</td><td>0%</td><td>0%</td></tr></table>	Grade 5	16.7%	66.7%	Grade 6	0%	25%	Grade 7	0%	16.7%	Grade 8	0%	0%
Grade 5	16.7%	66.7%												
Grade 6	0%	25%												
Grade 7	0%	16.7%												
Grade 8	0%	0%												
Economically Disadvantaged	NJ ASK	<div>NJASK (ELA) (NJASK MATH) proficient</div> <table><tr><td>Grade 5</td><td>22%</td><td>64%</td></tr><tr><td>Grade 6</td><td>47.5%</td><td>52.5%</td></tr></table>	Grade 5	22%	64%	Grade 6	47.5%	52.5%						
Grade 5	22%	64%												
Grade 6	47.5%	52.5%												

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)		
		Grade 7	36.9%	46.4%
		Grade 8	49.2%	43%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

Administrator/Academic Leadership Team/Staff assessed NJASK results and Renaissance data to identify the commonalities and trends to identify problems.

2. What process did the school use to collect and compile data for student subgroups?

Yearly results from NJASK and Quarterly results from STAR testing were analyzed at grade level meetings/content meetings to identify priority problems. Teachers and administrator collaborate to review multiple forms of data, including disaggregating test results.

SIS (Student Information System) allows inclusion and integration of variables (gender, ethnicity, ELL, SPED) to disaggregate the data.

District summarizes data for three major instructional subgroups (General Education, English Language Learners, Special Education Students.) Performance Matters is used.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Data comes from New Jersey standardized tests. STAR assessments have met the highest review standards of the NCRTI and other agencies that review RTI assessments.

4. What did the data analysis reveal regarding classroom instruction?

Teachers use the data to drive instruction in their content areas. Teachers implemented intervention programs including: Wordly Wise, Success Maker, IFL, STEAM Projects, student conferences, and differentiated lessons.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

The data revealed that the Professional Development with the Literacy teachers (IFL and Co-teaching) proved to increase scores in LAL. William Paterson University provided workshops that resulted in increased scores in Literacy/Math. The data shows that our S.T.E.A.M. collaboration proved to increase student engagement in science and math classes.

6. How does the school identify educationally at-risk students in a timely manner?

NJASK scores are used to identify at-risk students prior to the beginning of the school year. Formative assessments and teacher observations are used on a continuous basis to identify students' academic needs and provide intervention services.

7. How does the school provide effective interventions to educationally at-risk students?

At-risk students are provided with one on one or small group instruction. Classroom teachers were responsible for providing push in and pull out programs.

8. How does the school address the needs of migrant students? N/A

9. How does the school address the needs of homeless students? N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

GLM (grade level meetings), vertical content area meetings with building based supervisors and walk-throughs. Teachers are supported across grade levels by observations, shared lesson plans and common rubrics. Teachers collaborate to use the data from assessments to improve their instruction and to develop chapter tests and end-of-marking period exams.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? We provide a student orientation program for incoming 5th grade students to help make an easy transition from elementary to middle school. We prepare our 8th grade students for high school by introducing them to various academies and career opportunities. We hold a school wide Career Day and participate in the District-Led College Week.
- 12.** How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?
- By analyzing our NJASK and STAR data, our focus will be to maintain and support all grades in literacy with programs that will result in the increase of test scores by focusing on rigorous and engaging questioning.
 - By analyzing our NJASK and STAR data, we will maintain and support all grades in math with programs that will result in the increase of test scores by focusing instruction on open-ended questions and short constructed responses.
 - Increase parental Involvement by offering a wide array of nightly events and scheduling our Home School Council meeting at different times (i.e. morning, afternoon, evenings)

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Lack of rigorous and engaging questioning results in a lower degree of competency in reading and writing	Lack of mastery of math comprehension skills prevents students from successfully understanding and responding to open ended questions and short constructive responses
Describe the priority problem using at least two data sources	NJASK Scores STAR results Unit Assessment scores	NJASK Scores STAR results Unit Assessment scores
Describe the root causes of the problem	The root cause of the problem is lack of prior knowledge and limited communication skills.	The root cause of this problem is lack of the ability to articulate math answers in the written form.
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> • Implement Marzano's Classroom Instruction that Works strategies • Implement Wordly Wise a systematic, sequential vocabulary development program • Literacy intervention periods • Institute of Learning 	<ul style="list-style-type: none"> • Implement Marzano's Classroom Instruction that Works strategies • Assign consistent word problems for homework • Word math problems for Do Now daily. • Do Now/Short Constructive Response • Institute for Learning
How does the intervention align with the Common Core State Standards?	Literacy Units align with National Common Core Standards. All programs are researched based.	Math Units align with National Common Core Standards. All programs are researched based.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	To increase parental involvement	
Describe the priority problem using at least two data sources	Low attendance at Home School Council meetings Low attendance at school functions	
Describe the root causes of the problem	Lack of parental awareness	
Subgroups or populations addressed	All	
Related content area missed (i.e., ELA, Mathematics)	NA	
Name of scientifically research based intervention to address priority problems	Parent Workshops Parent Resource Center	
How does the intervention align with the Common Core State Standards?	Preparing their children for Career and College Readiness	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	General Education and Students with Disabilities	<p>Wordly Wise</p> <p>Literacy Intervention</p> <p>School based Supervisor</p> <p>Institute for Learning</p> <p>Small group instruction for students who are at risk</p> <p>*Developing Socratic questioning techniques</p> <p>*Developing effective techniques in providing student with tangible feedback</p>	Staff and Administrative Team	<p>PARCC scores</p> <p>STAR scores</p> <p>Unit tests</p> <p>Students participation in IFL Principles</p> <p>Teacher assessments</p> <p>Walkthroughs /Observations</p>	<p>Marzano: Classroom Instruction that Work Systematic vocabulary instruction</p> <p>Daniel Pink: A Whole New Mind Partnership For 21st Century Skills</p> <p>Standard Solutions: Aligning Practices with the Common Core State Standards</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	General Education and Students with Disabilities	<p>Success Maker</p> <p>Math Intervention</p> <p>School based Supervisor</p> <p>Institute for Learning</p> <p>Small group instruction for students who are at risk</p> <p>*Developing Socratic questioning techniques</p> <p>*Developing effective techniques in providing student with tangible feedback</p>	Staff and Administrative Team	<p>PARCC scores</p> <p>STAR scores</p> <p>Unit tests</p> <p>Students participation in IFL Principles</p> <p>Teacher assessments</p> <p>Walkthroughs /Observations</p>	<p>Daniel Pink: A Whole New Mind Partnership For 21st Century Skills</p> <p>Geraldine R. Dodge Foundation (STEAM) Promote critical and creative thinking for young people and their teachers</p> <p>SuccessMaker is aligned to NTCM standards</p> <p>Standard Solutions: Aligning Practices with the Common Core State Standards</p>
ELA	Homeless				

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	<p>Wordly Wise</p> <p>Literacy Intervention</p> <p>School based Supervisor</p> <p>Institute for Learning</p> <p>Small group instruction for students who are at risk</p> <p>*Developing Socratic questioning techniques</p> <p>*Developing effective techniques in providing student with tangible feedback</p>	Staff and Administrative Team		<p>Marzano: Classroom Instruction that Work Systematic vocabulary instruction</p> <p>Daniel Pink: A Whole New Mind Partnership For 21st Century Skills</p> <p>Standard Solutions: Aligning Practices with the Common Core State Standards</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	<p>Success Maker</p> <p>Math Intervention</p> <p>School based Supervisor</p> <p>Institute for Learning</p> <p>Small group instruction for students who are at risk</p> <p>*Developing Socratic questioning techniques</p> <p>*Developing effective techniques in providing student with tangible feedback</p>	Staff and Administrative Team		<p>Daniel Pink: A Whole New Mind Partnership For 21st Century Skills</p> <p>Geraldine R. Dodge Foundation (STEAM) Promote critical and creative thinking for young people and their teachers</p> <p>SuccessMaker is aligned to NTCM standards</p> <p>Standard Solutions: Aligning Practices with the Common Core State Standards</p>
ELA	Economically Disadvantaged	Wordly Wise	Staff and Administrative		Marzano: Classroom Instruction that Work Systematic vocabulary

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Literacy Intervention School based Supervisor Institute for Learning Small group instruction for students who are at risk *Developing Socratic questioning techniques *Developing effective techniques in providing student with tangible feedback	Team		instruction Daniel Pink: A Whole New Mind Partnership For 21 st Century Skills Standard Solutions: Aligning Practices with the Common Core State Standards
Math	Economically Disadvantaged	Success Maker Math Intervention	Staff and Administrative Team	PARCC scores STAR scores	Daniel Pink: A Whole New Mind Partnership For 21 st Century Skills

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		School based Supervisor Institute for Learning Small group instruction for students who are at risk *Developing Socratic questioning techniques *Developing effective techniques in providing student with tangible feedback		Unit tests Students participation in IFL Principles Teacher assessments Walkthroughs /Observations	Geraldine R. Dodge Foundation (STEAM) Promote critical and creative thinking for young people and their teachers SuccessMaker is aligned to NTCM standards Standard Solutions: Aligning Practices with the Common Core State Standards
ELA					
Math					

**Use an asterisk to denote new programs*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	General Education and Students with Disabilities	PARCC after school program STAR summer school program	District	PARCC scores STAR scores	
Math	General Education and Students with Disabilities	NJASK after school program STAR summer school program	District	PARCC scores STAR scores	
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	PARCC after school program STAR summer school program	District	PARCC scores STAR scores	
Math	ELLs	NJASK after school program STAR summer school program	District	PARCC scores STAR scores	
ELA	Economically	NJASK after school	District	PARCC scores	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged	program STAR summer school program		STAR scores	
Math	Economically Disadvantaged	NJASK after school program STAR summer school program	District	PARCC scores STAR scores	
ELA					
Math					

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Total population: General Education Students with Disabilities ELL Economically Disadvantaged	School Based Supervisors Vertical content meetings and trainings District In-Service workshops Building based workshops Co-teaching PD360 Novice teacher mentoring Embedded PIR Embedded Artist in Residence STEAM training *Standard Solution: Socratic questioning techniques and effective techniques in providing student with tangible feedback	District Administrative Team William Paterson University Geraldine Dodge Foundation	Student achievement Completion and quality of student work Teachers' ability to effectively implement District initiatives Lesson plans Observations/Walkthroughs	Provides a cohesive message that aligns to the district vision and mission with supporting the goals outlined by the school (McRel) To provide teachers with professional development that incorporates best practices and 21 st century skills for their own professional growth Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publication

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					s/practiceguides. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J.
Math	Total population: General Education Students with Disabilities ELL Economically Disadvantaged	School Based Supervisors Vertical content meetings and trainings District In-Service workshops Building based workshops Co-teaching PD360 Novice teacher mentoring Embedded PIR Embedded Artist in Residence STEAM training *Standard Solution: Socratic questioning techniques and			

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		effective techniques in providing student with tangible feedback			

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

All stakeholders will be responsible for evaluating the school-wide plan. The review will be conducted by staff in school. The evaluation will take place quarterly.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2. What barriers or challenges does the school anticipate during the implementation process?

Decrease in staff/positions. Staffing for intervention may become a challenge at times. Our limited budget is also a challenge.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

We will obtain the buy in from all staff by including them in the developing of the plan based on student and staff needs assessment.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

We will use the school culture climate survey.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

The attendance at school events and activities will help us gauge the perception of the community.

6. How will the school structure interventions? Intervention will be based on student need in specific content area and delivered by small group instruction and push in periods.

7. How frequently will students receive instructional interventions? Students will receive daily intervention in their block and additional literacy in the homeroom period. After school program will be implemented in preparation of standardized testing.

8. What resources/technologies will the school use to support the schoolwide program?

Eno-boards are used for active student engagement as well as computers in classrooms. library and the Computer Lab. A set of mini I-pads are rotated among the staff for use in the classrooms. Administrator and supervisors use I-pads for observations and together data.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Performance Matters, PARCC scores, Unit tests, Star data.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA §(b)(1)(B)(i-iii)*

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The results of the program will be disseminated through faculty meetings, grade level meetings, Back to School Night, Infinite Campus and the school website.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Total population: General Education Students with Disabilities ELL Economically Disadvantaged	Back to School Night Home School Council Meetings Parent/Student Handbook Student Agenda Infinite Campus I&RS Meetings Parent/Partner Book Club National Honor Society Honor Roll/Principal List Student Recognition Assemblies Fund Raising Campaign	Administrator Staff CST Guidance Counselor WPU/PIR	Increased attendance Parent/family participation Increase in parent/teacher communication Number of students achieving only A and B grades	Children whose parents are involved in their education have better grades, better test scores and long term academic achievement.
Math	Total	Back to School Night	Administrator	Increased attendance	Children whose parents are involved

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	population: General Education Students with Disabilities ELL Economically Disadvantaged	Home School Council Meetings Parent/Student Handbook Student Agenda Infinite Campus I&RS Meetings Family Math Night National Honor Society Honor Roll/Principal List Student Recognition Assemblies Fund Raising Campaign	Staff CST Guidance Counselor WPU/PIR	Parent/family participation Increase in parent/teacher communication Number of students achieving only A and B grades	in their education have better grades, better test scores and long term academic achievement

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

The family and community engagement program will help to address the priority program needs by:

- Building a sense of trust by including parents in programming opportunities to clarify assessment and grading practices.
- Increasing student/parent engagement through our Parents as Partners reading project in grades 7 and 8. Students will read, discuss and answer questions with parents. They will come to school to share in the book discussion, a culminating activity. Students in grades 5 and 6 will participate with parents in Family Math Night. This program is offered to work with parents and students together to increase capacity and understanding of math concepts in class.

2. How will the school engage parents in the development of the written parent involvement policy?

The school will engage the parents in the development of the written parent policy through the Home School Council, District Parent Leadership activities and school-based teams.

3. How will the school distribute its written parent involvement policy? The parent involvement policy will be on the website.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

4. How will the school engage parents in the development of the school-parent compact?

The school will engage the parents in the development of the school-parent compact through the Home School Council, District Parent Leadership activities and school-based teams

5. How will the school ensure that parents receive and review the school-parent compact?

Parents will receive a copy of the school-parent compact at Back to School Night. Copies will be available in the main office. The compact will be on the website.

6. How will the school report its student achievement data to families and the community?

Student achievement data is reported to families and the community by sending home the NJASK data after students review with their academic advisor and have set future goals. Students share goals with parents. STAR data is sent home routinely with students on a quarterly basis. Progress report are sent home quarterly. Other means of reporting include Board of Education meetings, School Report Card, Infinite Campus, local newspaper and District and School website.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

The school improvement status is reported through the School Report Card, Home/School meetings, parent conferences and school website, Infinite Campus website.

8. How will the school inform families and the community of the school's disaggregated assessment results?

The school's disaggregated assessment results are posted in the building and reported at parent meetings.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

The development of the plan is discussed with parents regarding strengths and weaknesses during Report Card nights. Parents understand how we now use data to determine grouping of students and grading decisions. They know that we analyze data to ultimately determine promotion or retention to the next grade level. These decisions are based on district policies and regulations. Parents are made aware of these regularly as we monitor student progress.

10. How will the school inform families about the academic achievement of their child/children?

Student assessment results are reviewed with all students individually with an academic advisor. The students discuss the results and set goals. This information is sent home to parents. Report cards and STAR data are distributed quarterly. Parents must conference with teachers before receiving report cards.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

We will use the funds for workshops/trainings that are suggested by School-based actions teams and the Home School Council.
Strategies may include dealing with HIB, How to help your child with homework, Setting goals for College and Career readiness.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	36	To attract and retain highly qualified teachers who meet the qualifications for HQT, consistent with Title II-A, the District provides information on Criteria for Determining Highly Qualified Status, Testing and Licensure, NJ House Standard: Content Knowledge Matrix, Special Education, Title 1 School-Wide and Assistance Programs, Logistics, Compliance and Accountability to assist our teachers and retain highly qualified staff.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	13	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Tuition Reimbursement Opportunity for teacher growth through professional development Perfect attendance monetary incentive Opportunities to become a member of stakeholders committee and voice their opinions William Paterson University Leaders as Leaders Program	Director of Professional Development Human Resource Dept. WPU